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ABSTRACT

The San Diego Community College District's (SDCCD's) spring 1985 enrollment report indicated that enrollment was down nearly 22% from the previous spring, and that the decline in the number of black students was noticeably higher than the overall decline (28%). To determine possible reasons for the decline, a sample of 1,500 of the 16,000 students who enrolled in fall 1984, but did not return in spring 1985 were surveyed. In addition, a more in-depth survey of non-returning black students (N=1,600) was conducted by mail and telephone. Study findings, based on response rates of 21.4% to the general survey and of 26% to the black student survey, included the following: (1) employment-related issues and financial concerns were the strongest factors contributing to the decline of the black student population; (2) while employment and finances were also of concern to the non-returning population as a whole, family commitments and transfer were of greater significance; (3) although tuition was not a primary factor, it did have significantly greater effects on Blacks, Hispanics, and students taking more than six units; and (4) nearly 50% of the non-returning students dropped out before the end of the fall semester. The survey instruments are appended. (LAL)

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ED279386

AN ANALYSIS OF DECLINING ENROLLMENT

July, 1986

RESEARCH & PLANNING

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ENROLLMENT ANALYSIS

Prepared by: Research & Planning
August, 1986

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BACKGROUND

According to the State Chancellor's Office, 1984-85 was the third consecutive year of declining enrollment for the California Community Colleges. The cumulative decline Spring '85 was nearly 20%, statewide. Several factors were cited as an explanation for declining enrollment:

- a first-ever mandatory enrollment fee
- continued impact of the drop fee (instituted in Fall '83)
- improvements in the state's employment situation
- continued decline in the number of high school graduates
- lower fees at both the University of California (UC) and the California State University (CSU)
- changing admissions practices at UC and CSU
- shift to an earlier calendar by some colleges
- new, more rigorous probation and dismissal policies at some colleges

In an effort to determine why the San Diego Community College District is experiencing a continual decline in enrollment, the Research and Planning office conducted a survey of students who attended Fall '84 and who did not return Spring '85.

The results of the questionnaire suggested several reasons for the dropout rate, including the fact that although the number of Black students in the sample was relatively small, there was a substantial difference between the percentage of Black students and Caucasian students attributing "tuition" as a factor for not returning (24% vs. 7%). This fact, coupled with the decline in Black student enrollment in general, prompted a follow-up survey of all of the Black students who did not return from Fall '84 to Spring '85.

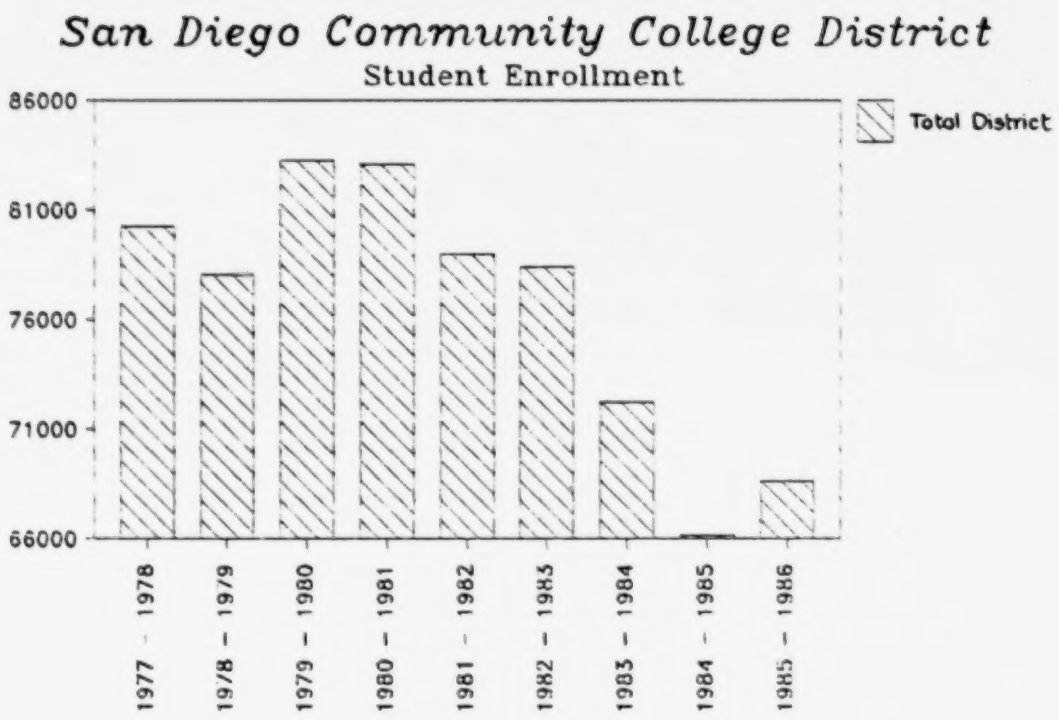
This report will discuss the results of these two surveys as well as the implications of those results.

ENROLLMENT

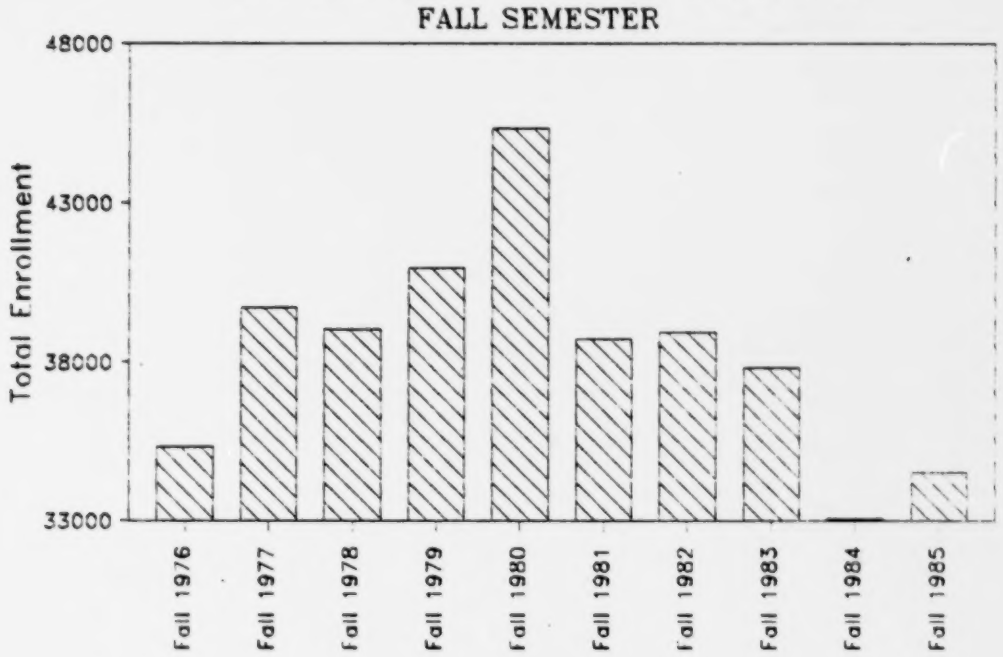
At the beginning of each semester, the Research and Planning Office compiles enrollment statistics for each college and the District. The data includes a demographic profile of the students as well as comparative data from the previous semester.

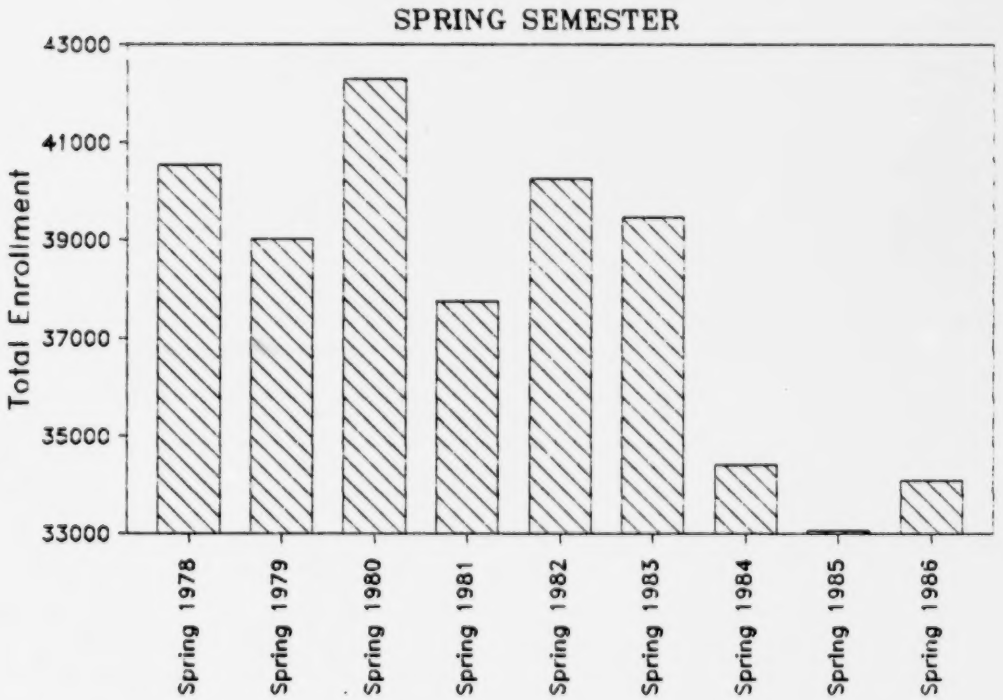
A review of the enrollment reports for the past several semesters shows that SDCCD enrollment peaked in the 1980-81 school year and has been declining since that time. The cumulative student population for Spring '85 was 44,596 as of the close of the semester, which was 18% lower than the cumulative total recorded in the Spring of '82 (54,456). This decline parallels a statewide trend in California Community Colleges over the past few years. The graphs on the following two pages show student enrollment in the District as of the first census for the past nine years. The data suggests that declining enrollment reached an all-time low in 1984-85 and may be back on the rise. However, it is difficult to assess any trend at this time.

Several concerns surfaced when the initial Spring '85 Enrollment Report indicated that enrollment was down nearly 22% from the previous spring semester. Of even greater concern was the fact that the decline in the number of Black students was noticeably higher than the overall decline (28%). During the six-week enrollment period for Spring '85, the decline in enrollment ranged from as high as 22% the first week to an overall decline of 12% on opening day of the semester when compared to the Spring '84 semester. In addition, Black student enrollment was down 37.9% on opening day Spring '85 from Spring '84 compared to a 28% decline from Fall '83 to Fall '84.


San Diego Community College District
Student Enrollment
86000
81000
76000
71000
66000
Total District
1977 - 1978
1978 - 1979
1979 - 1980
1980 - 1981
1981 - 1982
1982 - 1983
1983 - 1984
1984 - 1985
1985 - 1986

SDCCD Student Enrollment





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ENROLLMENT (cont)

District administration considered several possible reasons for declining enrollment including the new enrollment fee, an improved economy and an early-start calendar. After much discussion, it was apparent that additional data was necessary to properly assess the situation. A decision was made to survey the students who did not return from the Fall semester to determine possible reasons for declining enrollment.

NON-RETURNERS SURVEY

Methodology

A computer program was written to identify those students in the student data base who completed the Fall '84 semester and did not return for the Spring '85 semester. The total number of students who attended the San Diego Community College District during Fall '84 and did not return Spring '85 was approximately 16,000. Of that group, 1,500 (9.4%) students were randomly selected to serve as the sample group. A cover letter, questionnaire, and a self-addressed stamped envelope were mailed to each student in the sample (see **Appendix D**). The cover letter explained the purpose of the survey and the importance of each student's input. The questionnaire was brief, consisting of five questions all relating to enrollment and the services provided by the college. Four demographic questions were also included in order to measure possible disproportionate effects on specific groups. The students were given two weeks to respond.

NON-RETURNERS SURVEY (cont)

Results

There were 321 completed questionnaires returned to the Research and Planning Office which represents a 21.4% response rate. The responses to each of the questions will be discussed individually.

QUESTION: Please indicate the reason(s) why you did not enroll at City, Mesa, Miramar or ECC this semester?

8.4 %	tuition
8.7 %	other financial reasons
15.6 %	transferred to a 4-year institution
10.3 %	got a job
15.6 %	family commitments
7.2 %	problems with the college
47.0 %	other

The response to this question suggests several reasons for the apparent decline in enrollment. Surprisingly, tuition was one of the least frequent responses (8.4%) given by the students. A slightly larger percentage (8.7%) of students indicated "other financial reasons" which included finances in general such as the cost of textbooks, supplies, daycare and transportation. "Transferred to a four-year institution" and "family commitments" received the second highest response rate (15.6%). The largest group responded "other" (47%) and cited a variety of reasons. The most common reasons identified in the "other" category were employment related issues, financial concerns and complaints about instruction/classes. In addition, several students stated they plan to return to the college in the future.

Further analysis shows that 46% of the students, who stated that they entered the college with the goal to transfer to a four-year institution with or without a degree, actually transferred to a four-year institution. This is a much higher rate

Results (cont)

of transfer than what has traditionally been reported. Additional analysis of the transfer rate is beyond the scope of this report, however, it should be pursued further. Additional reasons stated in the "other" category included:

- o found it difficult to register because of work
- o changed shifts at work
- o Admissions staff are very short with patience
- o enrolled at SDSU/UC/National
- o moved/transferred
- o bad teacher/bad class
- o started new job/job hours increased
- o parking
- o couldn't get to see a counselor - lost interest
- o books cost too much
- o nothing offered/limited offerings
- o classes start too early

Refer to **Appendix A** for a complete list of responses in the "other" category.

QUESTION: While attending City, Mesa, Miramar or ECC, were you satisfied with the courses you took?

85.7 % Yes
13.7 % No
If not, why?

Several different explanations were given by the group of respondents who were not satisfied with their courses. The most common areas of discontent were "poor instruction" and "limited course selection." Other specific concerns included:

- o unprepared instructor
- o class taught too fast

NON-RETURNERS SURVEY (cont)

Results (cont)

- o no teaching done at all - instructor took attendance and returned to office
- o instructor disorganized
- o teacher expected too much - I really tried and failed
- o not difficult enough for transfers
- o class too crowded
- o too much reading/homework
- o instructor chronically ill - different substitute every week
- o instructor didn't care if student failed or succeeded
- o teacher did not have command of the English language
- o I expected more
- o poor instructor/teacher didn't know how to teach
- o fashion program was inadequate

QUESTION: Were you satisfied with the enrollment process?

86.9 % Yes
11.8 % No
If not, why?

A small percentage of students were dissatisfied with the enrollment process primarily because of long lines and the excessive amount of time involved in the process. In addition, many students who stated that they were in fact satisfied with the enrollment process still expressed similar concerns about long lines and the time element involved. Other complaints included:

- o I can never get the classes I want
- o seems like everything that was important to me was trivial to Admissions
- o Counseling said I needed one thing and VA said I needed another
- o bad attitude by receptionist
- o if situations arrive where you have to drop a class, not only do you lose your enrollment fee but you have to pay a drop fee

NON-RETURNERS SURVEY (cont)

Results (cont)

- o staff became irritable
- o consider mail-in enrollment
- o too confusing
- o declared majors should have class selection priority for those courses required in their major

It should be noted that mail registration has been implemented since the survey was conducted. It has been a successful alternative for students who do not have the time to enroll in person.

QUESTION: Were you satisfied with Student Services such as Counseling, the Admissions Office, the Veterans Office, the Financial Aids Office?

74.5 % Yes
11.5 % No
If not, why?
14.0 % No Response

Only 12% of the students stated that they were not satisfied with Student Services. An additional 15% of the respondents stated that they never had any contact with Student Services whatsoever. The majority of dissatisfied students expressed concerns about "unhelpful staff" and the inavailability of counselors. Other reasons for the students' dissatisfaction included:

- o not enough counselors
- o I was given wrong information by a counselor
- o rude staff
- o counseling was poor/unclear
- o no one was really concerned about student needs
- o counselors were in too much of a hurry

NON-RETURNERS SURVEY (cont)

Results (cont)

- o no one returned my call about my problem
- o Financial Aid office was slow in getting my grant together
- o Security office was unorganized
- o Admissions very misleading
- o everyone was very short-tempered
- o Residency office was rude
- o VA office did not do their job right
- o costs too much for one class
- o notice of scholarships/grants insufficient

QUESTION: Did you feel all your needs were met while on campus?

77.3 % Yes
12.5 % No
If not, why?
10.3 % No Response

Again, only 12.5% of the students gave a negative response, expressing dissatisfaction with scheduling limitations, lack of information, problems with instructors, and parking problems, including darkness of the parking areas at various sites. Additional concerns included:

- o always given wrong information
- o all needs are met except education
- o courses did not fulfill my expectations
- o extremely poor instruction
- o not enough information on financial aid
- o not enough classes at night at City
- o horrible parking problems
- o hard to get a tutor

NON-RETURNERS SURVEY (cont)

Results (cont)

- o knew nothing about the college and still don't
- o need to offer more courses
- o need more courses at ECC

QUESTION: Why did you enroll at City, Mesa, Miramar or ECC? (Check as many as applicable.)

21.5 %	obtain a 2-year degree
14.6 %	transfer with a 2-year degree
9.7 %	transfer without a 2-year degree
33.3 %	job-skills for present employment
32.1 %	job-skills for future employment
44.9 %	personal enrichment
9.7 %	could not get classes at another school
2.2 %	uncertain at the time
.6 %	financial aid
2.8 %	athletic program
13.1 %	other

The respondents identified several reasons for enrolling in the college which were fairly consistent with the educational objectives of the general student population in the District. The majority of students stated that they were attending the community college for personal enrichment, job skills and to transfer to a four-year institution. In addition, approximately 13% of the students specified "other" reasons than those included in the list. The most frequent responses stated in the "other" category were "high school honors program" and "convenient location/close to home." The total of the percentages for the various responses exceeds 100% due to the fact that students were allowed to check as many responses as applicable.

NON-RETURNERS SURVEY (cont)

Results (cont)

Additional examples of "other" reasons for attending included the following:

- to establish residency
- certificate program
- continuing education
- flight attendant program
- cheap
- convenient location
- subject matter not available at another school
- VA benefits
- couldn't afford four years at a university
- to obtain G.E.
- waiting to get in graduate school

The "comments/suggestions" section at the bottom of the questionnaire generated many compliments, criticisms, and good suggestions. A majority of the students took the time to respond to this section of the survey. Refer to **Appendix B** for a complete listing of the comments and suggestions.

NON-RETURNERS SURVEY (cont)

Demographics

The composition of the San Diego Community College District student body has not fluctuated much over the past several semesters. A seven semester comparison (Fall '82 - Fall '85) suggests that the most substantial changes in the student population were in the students' educational objective. There has been a noteable increase in the percentage of students who plan to transfer with or without an Associate Degree (8%); a steady decline in students whose objective is to receive a certificate (4%); and the percentage of students indicating "personal reasons" as their educational objective rose more than 12% from Fall '82 to Fall '85. The objective "job skills" declined 9% and the percentage of students indicating that they were "unknown" as to their educational objective, was down considerably (14%) in Fall '85.

Student retention has also changed over the past few semesters. The percentage of students who enrolled in Spring '85 and did not complete the semester was 24.7%, compared to 32.4%, Spring '83. This decrease in the attrition rate may be attributable to the enrollment fee in that the students have more to lose if they drop out.

The charts on the two pages which follow display a demographic comparison of the general student population in the District, the students who did not return from Fall '84 to Spring '85, and the survey respondents. A cursory review indicates several differences between the three groups. However, it is difficult to ascertain the extent of the proportional differences in all of the categories due to the percentage of students who did not respond. For example, in the group of survey respondents, the percentage of students in the campus category who had a "no response" could make a considerable difference in the distribution which appears

NON-RETURNERS SURVEY (cont)

Demographics (cont)

to be underrepresented with City students. A similar situation exists with the survey respondents in the gender category, which currently is underrepresented with male students. Thus, the percentage of "no response" could make a difference in the comparison of the proportions.

The ethnic distribution of the student population, compared with the group of students who were here Fall '84 and not Spring '85, (non-persisters) shows that Asians were underrepresented in the group of non-persisters. What this means is that proportionally, fewer Asian students dropped out. In addition, a comparison of the group of non-persisters with the group of survey respondents shows that Black students are underrepresented and White students are overrepresented in the group of students who responded to the survey.

An analysis of the unit load of all three groups of students suggests several differences between the groups. The non-persisters had a much smaller proportion of students enrolled in 6 or more units than did the student population for Fall. In addition, nearly half of the non-persisters dropped out before the end of the Fall semester ("0 Unit" status). The "0 Unit" status for such a large portion of the group makes it impossible to assess the differences in unit load between the group of non-persisters and the survey respondents. This discrepancy is due to the fact that survey respondents were asked how many units they "enrolled in" and not how many units they "completed," which is what is reported for the other two groups.

NON-RETURNERS SURVEY (cont)

Demographic Profile

	Fall '84 District Student Population %	All Non-Persisters Fall '84 - Spring '85 * %	Survey Respondents %
CAMPUS			
City	34.6	37.2	25.5
Mesa	51.5	45.4	45.8
Miramar	13.9	17.4	20.2
ECC	included in City	included in City	2.8
No Response	0	0	5.6
AGE			
Less than 18	1.7		
18	4.1		4.4
19	6.8		
20	7.2		6.9
21	6.6		4.0
22	5.6		4.7
23	5.2		5.6
24	4.9		6.5
25-29	21.3		19.0
30-34	13.8		15.0
34 +	22.8		13.2
No Response	0		3.7
AGE			
20 and under		5.7	
21-25		28.5	
26-30		21.9	
31-35		14.4	
36-40		8.9	
40+		15.3	
No Response		5.4	

* The category "All Non-Persisters" represents approximately 16,000 students who attended Fall '84 and did not return Spring '85. The sample for the survey was drawn from this group of students.

Demographic Profile (cont)

	Fall '84 District Student Population	All Non-Persisters *	Survey Respondents
	%	%	%
GENDER			
Male	49.0	48.4	42.4
Female	50.3	50.3	52.0
No Response	.6	1.3	5.6
ETHNICITY			
American Indian	1.6	1.7	.6
Asian	7.6	5.6	5.6
Black	9.1	9.7	5.3
White	62.6	63.1	71.0
Hispanic	9.4	9.1	8.1
Filipino	3.4	2.9	2.5
Other	2.2	2.1	4.0
No Response	4.1	5.3	2.8
WORKLOAD			
0 Units	25.3	44.6	n/a
.5 - 2.5	8.7	10.9	18.1
3.0 - 5.5	28.2	28.8	45.5
6.0 - 8.5	15.7	8.5	12.8
9.0 - 11.5	8.9	3.2	4.7
12+	13.2	4.0	13.4
No Response	0	0	5.6

* The category "All Non-Persisters" represent approximately 16,000 students who attended Fall '84 and did not return Spring '85. The sample for the survey was drawn from this group of students.

NON-RETURNERS SURVEY (cont)

Analysis of Tuition

A difference of proportions test was conducted to determine if there were significant differences in the proportions of the various sub-groups who specified tuition as a reason for not returning from one semester to the next.

ETHNICITY: The results show that there was a significant difference between the responses of the Black students (23.5%) and White students (6.6%); the Hispanic students (15.4%) and White students (6.6%); and, between the Black students (23.5%) and the Hispanic students (15.4%) to the question of tuition. There were no significant differences between the other ethnic groups.

What this means is that tuition had a significantly stronger affect on the Black students' decision to not return to college than it did on all of the other ethnic groups. In addition, the proportion of Hispanics affected by tuition was significantly greater than the proportion of White students.

GENDER: There was not a significant difference between the proportions of the males and females specifying tuition as a reason for not returning.

CAMPUS: The results indicate that there was not a significant difference between the proportion of City College students compared to the proportion of Mesa College students who specified that tuition was a reason for not returning.

However, there was a significant difference in the proportion of the responses of both City College students and Mesa College students when compared with the proportion of the Miramar College students specifying tuition as a barrier to their returning to the college. Thus, tuition had significantly less affect on the continuation rate of Miramar College students compared with the continuation rate of students at Mesa and City Colleges.

WORKLOAD: The proportion of students taking six or more units who specified that tuition was a reason for not returning was significantly higher (13.1%) than the proportion of students taking less than six units (5.9%) who were affected by tuition. The fact that tuition increases from $15 for 3 units to $50 for 6 units may have had an impact on the basis for this difference.

The analysis suggests that although tuition does not appear to be the primary reason for students not returning from Fall '84 to Spring '85, it has had a much greater affect on some groups of students than on others.

BLACK STUDENT SURVEY

Background

The concern for declining enrollment among the Black community exists throughout higher education. The State Chancellor's Office referred to the problem of dramatic decline in Black students in California as an "epidemic," referencing the Black community as having the largest decrease in community college enrollment this decade.

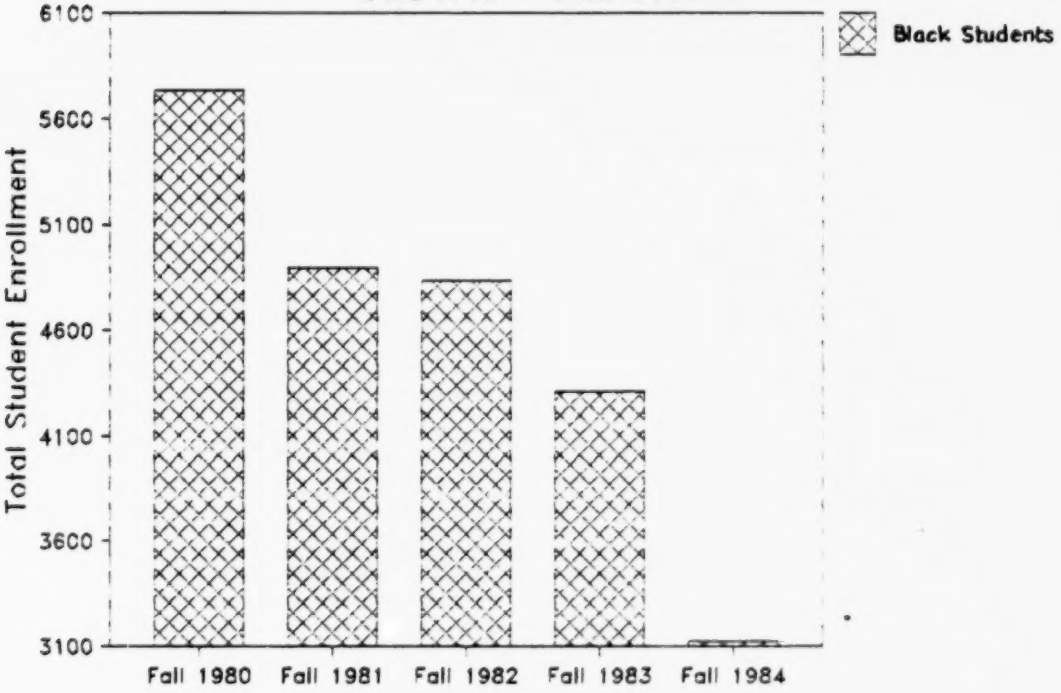
This decline extends beyond California and the community colleges. A report published by the University of Illinois on "Characteristics and Patterns of Black 2-Year Enrollment and Attainment," cites that the decrease in freshman enrollment in post-secondary education of Black students in the nation is larger than White students, particularly for Black males compared to White males (9% vs. 4%). Further, the continuation rates of Black students are much lower than the continuation rates of White students.

According to the State Chancellor's Office, Black students were the most disproportionately affected by California Community College enrollment reductions. In 1984, the enrollment of Black students in community colleges in California declined more than 18%. The Black student enrollment for the San Diego Community College District in Fall '84 was down 27.6% from the previous Fall semester, compared to the overall enrollment decline of 12.6% in the District. Moreover, Black student enrollment has decreased 45.6% from Fall '80 to Fall '84, compared to a decrease of 27% for the student population in general for the same time period. (Refer to the charts on the following two pages.)

The concern for proportionate participation of minorities in post-secondary education is magnified when considering the demographic trends predicted for California in the next fifteen years. It is projected that the majority of the population in California will be minority by the year 2000. Currently, California's Black population is the second largest in the nation.

BLACK STUDENT ENROLLMENT

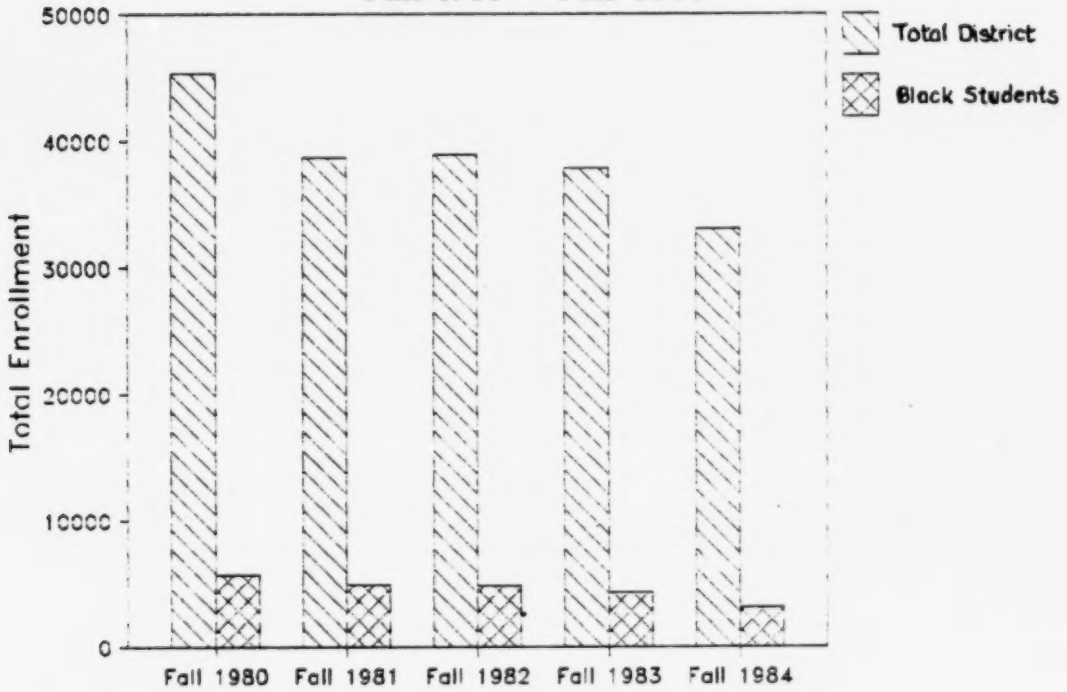
Fall 1980 – Fall 1984



Term	Black Students	% Decline
Fall 1980	5736	-
Fall 1981	4893	-14.7
Fall 1982	4830	-1.3
Fall 1983	4312	-10.7
Fall 1984	3122	-27.6

STUDENT ENROLLMENT

Fall 1980 – Fall 1984



Term	Black Students	% Decline	Total District	% Decline
Fall 1980	5736	-	45351	-
Fall 1981	4893	-14.7	38710	-14.6
Fall 1982	4830	-1.3	38946	.6
Fall 1983	4312	-10.7	37827	-2.9
Fall 1984	3122	-27.6	33074	-12.6

BLACK STUDENT SURVEY (cont)

Background (cont)

Demographers warn that many changes are taking place in the composition of students entering elementary schools. Knowledge of who is entering the educational system as well as how they are progressing will allow us to develop programs to maximize the educational gains of all students at all levels.

Currently, high school completion rates for Black students are 11% below those of White students. In addition, the post-secondary education completion rates of the Black population in California in 1980-81, compared with 1976-77, were as follows:

- 9.3%	AA Degrees
- 6.2%	Bachelors
- 27.8%	Masters
- 3.4%	Doctorate
+ 36.1%	First Professional

whereas, the statewide comparison, including all ethnic groups, for the same period, 1980-81 with 1976-77 was:

- 16.0%	AA Degrees
- 1.0%	Bachelors
- 1.6%	Masters
+ 12.8%	Doctorate
+ 8.4%	First Professional

BLACK STUDENT SURVEY (cont)

Methodology

A questionnaire was designed as part of a joint effort of District staff, the EOPS staff at Mesa and City Colleges, and representatives of the Black Student Union. The purpose of the questionnaire was to determine the educational objectives of the Black students when they enrolled in the community college, to assess the major factors that were contributing to their excessive drop-out rate, and to obtain a demographic profile of the students who dropped out.

The questionnaire designed for the Black students was more in-depth than the original survey distributed to a sample of all non-persisters, as the focus was on the specific concerns of one ethnic minority (see **Appendix E**). Nevertheless, much of the information was similar for both survey instruments.

The sample group for this follow-up survey consisted of all Black students who did not return from Fall '84 to Spring '85 (approximately 1600 students). Due to limited staff and resources, approximately 70% of the sample group received a mail survey and 30% were contacted via the telephone by volunteers from EOPS and the Black Student Union at City and Mesa Colleges. As can be expected, there was a better response rate on the telephone survey than by mail. The results of both survey techniques will be reported in summary form. It should be noted that for more than 30% of the students, the telephone number had been disconnected, the student had moved, or there was no answer at various times of the day and week. Each student was telephoned three times on different days and at different times (day and evening).

BLACK STUDENT SURVEY (cont)

Results

Approximately 26% (238) of the students responded to the questionnaire. The results indicate that the primary reasons Black students did not return were "financial," including tuition, books, day care, employment, job hours conflict and getting a job, as well as other financial reasons. The responses to each of the questions follows.

QUESTION: Please indicate the reason(s) why you enrolled at City, Mesa, Miramar, or ECC last semester?

39.9 %	to improve present job skills
36.6 %	to prepare for a job
36.1 %	personal interest
32.4 %	could not get classes at another school
41.6 %	to obtain a 2-year degree
23.5 %	to transfer to a 4-year college
2.1 %	uncertain
17.2 %	other

The total response to this question exceeds 100% because students were allowed to give multiple responses. Reasons for attending as specified in the "Other" category included:

- to improve present employment preparation
- location
- convenient
- police academy
- to keep busy
- heard Mesa was a good school
- going into a new field for salary increase
- to take additional courses for job
- needed classes

BLACK STUDENT SURVEY (cont)

Results (cont)

- o real estate course
- o to change skill
- o to get into an RN program
- o to get my GED
- o credits to maintain license
- o like classes
- o to enhance skills

Further analysis shows that 21.4% of the students who indicated that they intended to transfer when they enrolled in the community college actually did transfer to a four-year institution. Although this transfer rate is considerably lower than the rate for the group of all non-returning students (46%), it is higher than the rates previously reported.

QUESTION: Were you working when you attended City, Mesa, Miramar, or ECC?

78.2 %	Yes
20.2 %	No
1.7 %	No Response

Further analysis shows that 35% of the students, who were not working when they were enrolled, were working at the time of the survey. In addition, all of the students (20.2%) who were not employed while they were attending the community colleges were over 23 years of age, whereas, 30% of the total survey repondents were under 23 years of age and all of these students were employed at the time of enrollment.

BLACK STUDENT SURVEY (cont)

Results (cont)

QUESTION: Are you working now?

79.4 %	Yes
19.3 %	No
1.3 %	No Response

QUESTION: Did you complete an education plan when you enrolled?

31.9 %	Yes
55.5 %	No
12.6 %	No Response

QUESTION: What was the main reason(s) you did not return to City, Mesa, Miramar, or ECC this semester?

14.7 %	tuition
19.7 %	other financial reasons
11.3 %	transferred to a 4-year college
31.5 %	job hours conflict
14.3 %	got a job
11.3 %	got my degree
26.5 %	family commitments/personal
10.1 %	course drop fee
5.5 %	problems with instructor(s)
8.0 %	felt uncomfortable on campus

The total response to this question exceeds 100% because the students were allowed to give multiple responses. More than 30% of the students indicated "job hours conflict" as the primary reason for not enrolling. "Family commitments/ personal" received 26.5% of the responses and nearly 20% indicated "other financial

BLACK STUDENT SURVEY (cont)

Results (cont)

reasons." "Tuition" was a problem for 14.7% of the respondents, and "problems with instructor(s)," and "felt uncomfortable on campus" received the least number of responses." The overall results suggest that the decision to not return to college was the result of a combination of factors.

QUESTION: Was financial aid a reason for your not coming back?

15.1 %	Yes
82.8 %	No
2.1 %	No Response

Further analysis shows that 27% of the students who stated that financial aid was a reason for not returning, were not aware that financial aid was available and an additional 10% indicated that they did receive financial aid while attending.

QUESTION: Were you aware that financial aid was available?

74.8 %	Yes
20.6 %	No
4.6 %	No Response

QUESTION: Did you receive financial aid?

13.9 %	Yes
84.0 %	No
2.1 %	No Response

QUESTION: Did you take the placement test?

49.6 %	Yes
47.5 %	No
2.9 %	No Response

BLACK STUDENT SURVEY (cont)

Results (cont)

QUESTION: Was the placement test a reason for your not coming back?

2.1 %	Yes
91.2 %	No
6.7 %	No Response

QUESTION: Were you satisfied with the enrollment process?

84.0 %	Yes
14.3 %	No
	If not, why?
1.7 %	No Response

A slightly higher proportion of Black students (14.3%) were dissatisfied with the enrollment process than the group responding to the first survey (11.8%). Comments from those students who were not satisfied with the enrollment process included:

- the one class I enrolled in was cancelled
- too long of lines
- too much waiting
- because of the tuition fee
- rigid, impersonal
- $15.00 for one class..I could not afford it
- very slow
- needed tuition that I didn't have from financial aid
- there were no black counselors
- all the classes I wanted were full
- process was slow..too many restrictions
- students need more help picking classes..it was my first time and I didn't get any help
- tne office staff assume everyone knows the procedure..they make you feel stupid
- could never get to a counselor to help me with my education plan

BLACK STUDENT SURVEY (cont)

Results (cont)

QUESTION: Were you satisfied with the services available to students such as Counseling, the Learning Center, the Library, EOPS?

67.7 % Yes
19.8 % No
12.6 % No Response

QUESTION: Did you feel welcome on campus?

92.0 % Yes
4.6 % No
3.4 % No Response

QUESTION: Is there anyone working at City, Mesa, Miramar, or ECC you feel you can trust?

79.8 % Yes
20.2 % No

QUESTION: In your opinion, why do you think Black students are not returning to City, Mesa, Miramar, or ECC?

Nearly 80% of the students answered this open-ended question. The responses were diverse, yet there was a common thread running through an overwhelming majority of the answers: "finances/money." Included in the students' financial concerns were daycare expenses, lack of available financial aid, tuition, course drop fee, transportation costs, inability of Black students to get good jobs, parking, textbooks and financial difficulties in general. In addition, several students referenced employment/lack of good jobs as a reason for the decline in enrollment. Other reasons that were identified included:

- lack of motivation/interest
- difficulty of courses

BLACK STUDENT SURVEY (cont)

Results (cont)

- o do not think the community colleges advertise to the public about financial aid
- o not enough time given to Black students
- o continuing escalation of high school dropouts in lower-income families
- o classes aren't offered/available
- o not treated fairly by instructors and students
- o attending other colleges
- o inadequate study habits
- o lack of good counseling
- o perhaps they believe they have better things to do

A complete list of responses to this question can be found in **Appendix C.**

The students were also asked if they would like the college to send them a class schedule for the next semester and, if so, they were asked to provide their name and address. More than 70% of the respondents requested a schedule. A personal letter and class schedule were sent to each of the students who responded.

Demographics

The questionnaire asked four demographic questions - Campus, Age, Gender and Workload - in order to obtain a demographic profile of these students, as well as to measure disproportionate affects on different groups.

The table on the following page portrays a demographic breakdown of the group of survey respondents with the total group of "non-returners." A comparison of the two groups shows that the respondents were fairly representative of the total group of non-returners. The biggest difference was in the "Age" category. The group survey respondents were over-represented with students under 20 and over 34 and underrepresented with students in the 20-30 year old range.

BLACK STUDENT SURVEY (cont)

Demographic Profile

	Survey Respondents N = 238	All Non-Returning Black Students N = 1600
CAMPUS		
City	54.2	70.3
Mesa	20.2	18.3
Miramar	8.0	11.4
ECC	16.0	included in
No Response	1.7	City
AGE		
Less than 18	7.1	
18	2.5	6.7
19 - 20	10.1	
21	3.4	
22	2.9	25.0
23	4.2	
24	4.6	
25 - 29	18.9	23.1
30 - 34	14.3	15.7
34+	31.9	23.3
No Response		6.2
GENDER		
Male	40.3	49.6
Female	52.9	50.3
No Response	6.7	-
WORKLOAD		
.5 - 2.5 Units	10.5	N/A
3 - 5.5	37.0	
6 - 8.5	22.7	
9 - 11.5	8.8	
12 +	15.5	
No Response	5.5	

BLACK STUDENT SURVEY (cont)

Analysis of Tuition

A difference in proportions test was conducted to determine if there were significant differences in the proportion of responses of the various demographic groups to tuition as a reason for not returning to the college. The results follow.

GENDER: The test shows that there was not a significant difference in the proportion of men (14%) and women (16%) responding that tuition was a factor for their not returning.

CAMPUS: The only significant difference in the responses between campuses was between City College and Mesa College. A significantly larger proportion of City College students responded that tuition was a factor for not returning (20.2%) than did Mesa College students (6.3%). What this means is that tuition had a much greater impact on the attrition rate of Black students at City College than it did on Black students at Mesa College. Tests between the other colleges (City, Mesa, Miramar and ECC) did not show any significant differences.

AGE: For purposes of the test, the age of the respondents was divided into two categories: 25 years old and above, and below 25 years old. The results showed there was not a significant difference in the proportion of students under 25 (13.5%) compared to the proportion over 25 (16.9%) who responded that tuition was a factor for not returning.

WORKLOAD: The workload category was divided into two groups of students: those carrying less than six units and those carrying more than six units. The units were divided as such because of the disproportionate increase in tuition for six or more units. The results show that there was not a significant difference in the proportions of these two groups specifying tuition as a reason for not returning.

SUMMARY

The results of both surveys suggest that there is not one factor which has caused enrollment to decline. Employment-related issues and financial concerns were the strongest factors contributing to the decline of the Black student population. These concerns were evident in the responses to several items in the questionnaire. The general survey of all non-returning students suggested that although employment and finances were of concern, of greater significance were family commitments and transfer. In addition, although tuition was not a primary factor, it did have significantly greater effects on specific groups such as the Blacks and Hispanics, and the students taking more than 6 units.

The questionnaires also revealed several additional facts:

- nearly 50% of the students who did not return from Fall '84 to Spring '85 dropped out before the end of the Fall semester
- many students were dissatisfied with the services provided by the colleges
- many students were dissatisfied with instructors/instruction
- a large group of students complained of lack of information or bad information provided by the college
- more than 45% of the respondents, who enrolled in the SDCCD with transfer as a goal, actually transferred to a 4-year institution
- more than 20% of the Black students who enrolled in SDCCD with transfer as a goal actually transferred to a 4-year institution
- many students felt they were treated poorly by college staff
- more than 32% of the Black students stated "could not get classes at another school" as a reason for enrolling at SDCCD compared to a 10% response to the same question by the group of all non-persisters
- 41% of the Black students stated they were enrolled in the community college to obtain a 2-year degree, compared to 21% of the group of all non-persisters.
- nearly 78% of the Black students were working while attending SDCCD and 79% are presently working
- 15% of the Black students stated financial aid was a reason for not returning; 14% were on financial aid while attending and 21% were unaware that financial aid was available

SUMMARY (cont)

- o 50% of the Black students had taken the placement test and only 2% stated the test was a reason for not returning
- o more than 20% of the Black students felt they could not trust anyone on campus

In addition, the comments/suggestions section of both surveys reveals many needs and concerns of the students that should be incorporated into the colleges' planning efforts. For example, students are very concerned about the quality of instruction, academic rigor, and the level of student services. Such concerns should be given special attention and carefully reviewed by administration for appropriate follow-up.

This report does not provide easy answers to the problem of declining enrollment. It does however provide some insight into many of the challenges facing community college students today. According to Lee Noel, "The excitement ahead in higher education lies in what an institution can do to deliver learning - student growth and success - that leads to re-enrollment and to the desire on the part of the students to come back....Retention is the result or by-product of improved programs and services in our classrooms and elsewhere on campus that contribute to student success."

APPENDICES

APPENDIX A

QUESTION: Please indicate the reason(s) why you did not enroll at City, Mesa, Miramar or ECC this semester?

found it very difficult to register at day or evening times because of work or meetings

changing shifts on job; I plan to enroll for Spring

need time to evaluate my needs from school

the people who work in Admissions are very short with their patience, etc.

am taking courses at UCSD extension

employment transfer imminent (February '85)

enrolled at SDSU full time

couldn't get the classes I want

real estate classes on accelerated program; need once or twice a week

moved to La Mesa and I was going to UC High School; also E. Engelberg was not teaching this semester

job hours increased

sign language teacher was bad

started new job - needed time to learn it

parking

thought I was going to go to National University

couldn't get a hold of counselor several times; lost interest

Mesa did not offer the 6-credit American History class; evaluation for classes takes too long for graduation

I was looking for another job, but didn't find one

class books cost too much and classes clashed

have a 4-year degree; awaiting admission to graduate school

graduated at Grossmont and got a job

wasn't satisfied with the way the professor was teaching the course

last classes were terrible - nothing offered

City College is overburdened with "low lifes" - one risks his safety

my class is off-campus; will enroll the night of class

will take summer and MAC classes

personal

job commitment

class taken last semester was a waste of my time

no time available

job commitment - travel

tuition

needed a break this semester

I'm taking classes just once in awhile

the catalog was very misleading and I missed my classes fall semester; the college dropped me from the class

class too high; book even higher; instructor talked mostly of his personal life; really not interested; totally bored

Palomar College has courses closer to my home; also the night classes at Mesa start too early

instructor rambled for 4 to 5 classes and then tried to play "catch up"

no interest in courses

am working full-time to save money for summer enrollment

mail-in enrollment might be considered for working people; unable to enroll at appropriate time due to job

two jobs

Communications instructor wasn't a good instructor

transportation was limited

didn't care for instructor

started graduate courses at USD

quality of teaching staff

opened new business; need time to develop

class wanted offered only in evenings

wanted to attend with no grade assigned

be back this coming summer

transferred by Navy to CT mid-semester

no applicable courses offered at evening college

my working hours - job increased

working too much overtime on the job

the class I needed was unavailable; time did not coincide with my work schedule

unable to find necessary art classes

finished AA Degree

instructor

would not grant me my residency status

my job shifted to nights and classes required are only offered in evening

tired of going to school; no industrial courses directly applicable to my job

I did enroll at Mesa

helped myself taking only one class for my job

I have taken some subjects as U.S. Government

work

in high school; taking college courses

class starts too early; can't get off work

no time

move to a college closer

just taking a break; will return

not sure what I want to take

a teacher gave me a grade that I don't feel that I should have received and when I called the school about it, no one seemed to care so it made me not want to go back

enrolled at Cuyamaca

only one Word Processing class; need more advanced, intermediate, etc.

transferred to National University

didn't like my work

only attended for Math 102, through SDSU

transferred to private school

in law school

still in high school

I procrastinated

class was not available at the other colleges

transportation

has larger "OH" department

starting my own business besides my present job

satisfied my purpose for enrolling the previous semester

I attend Grossmont College

missed registration date and ran out of time

currently attending Southwestern College

job hours conflict with day and night classes

I took one class only for information
new house, increased work responsibility, etc.
health problems
hours of class desired not convenient with ability to attend
went on leave; am enrolling for March/April
for job reasons only; no classes that I was interested
I finished the subjects needed for my Real Estate
courses taken were in conjunction with my full-time employment
I am in high school
enrolled at Palomar College
teacher only there for summer class
no time
I will be enrolling 1/85
course not offered at Miramar College
physical disabilities
was taking enrichment class
my time is already committed this semester
now going through late enrollment
finished my degree
unable to fit it into my schedule this semester
achieved educational objective
work requirements, study for CPA exam
am completing M.S. at SDSU
I will enroll in 1/85
I have a B.A.
I am enrolling 1/85
health
job
done with it
didn't have the time for school this semster
completed requirements for A.A.
joined the Navy
I did enroll the first class

no specific interest at this time
planning on enrolling
plan to pursue my major
I took a class there for my job
no business classes during the day
active duty - Navy
completed
working
attending Grossmont - closer
transferred to Southwestern
no child care at night
was attending; just took class to supplement one
security licenses due annually
I am waiting for 2-5 day Fire Science classes
will register on class night
working overtime
curriculum
am enrolled
comtemplating other school
had a baby
attending other college
only need to enroll for academic skills
job
too early start time
completed courses for AA degree
I enrolled late
enrolling in 6-week course
just took classes I need for CCW
finished Fire Officer Certificate
time conflict
job hours
class I wanted was not on a day that matched my work schedule
changed jobs

military
continuing education only
I am enrolled at Mesa
transportation
moved close to other college
in the Navy; wish I could fit college in my schedule
baby due soon
heavier job commitments; no interesting courses
incomplete healing of neck injury
job conflict with class schedule
still in high school
working
enrolling in a MAC class
relocation; enrolled in another college
Grossmont
too many units being taken at SDSU
registered 1/15/85
live in Fresno
don't have the time or the desire

APPENDIX B

QUESTION: Why did you enroll at City, Mesa, Miramar or ECC?

Comments/Suggestions:

I like Mesa; very convenient, but I get discouraged with all the parking problems and scheduling problems

more MAC classes at different time slots other than afternoon

let you people who work there not have to deal with the public so often; it will reduce the level of stress they experience, thus making them more pleasant to deal with; get together with SD Transit and have better bus service at night

offer Machine Shop 130/131 and 140/142 during the evening so that the people who work during the day can get their education and degree

offer Real Estate courses other than accelerated program; better parking (more parking)

make sure office personnel have correct information

I made three attempts to talk to a counselor in Applied Sciences, so I would not be taking courses haphazardly; have military training and wanted to apply to my degree also; after the third try, I kind of lost my momemtum; will try again later.

my 110B History teacher was terrible; many students drop her class each semester

fix the elevators

make special schedules with the classes that people need so that they can take their classes and not have to wait until the next semester to finish what they worked so hard to accomplish

require better planning from those teaching class; make better use of student's time; utilizing class time on areas pertinent to class

thanks for a good staff, a few good teachers, and a chance for me to obtain an excellent education (Mesa)

I cannot live with the attendance rules

would not take another class at City College after this experience; I did not realize that the classes offered at the junior college level were so poor

suggest college discontinue withdrawal fees of $20.00; enough is paid out

ECC is a beautiful campus; it is closer, but I went to City because the courses I needed weren't offered at ECC

too far to drive (Mesa); Grossmont College is a lot more "low key" and the staff there is concerned with your needs and take the time to help you

since Computer Literacy is not a very exciting class at best, you can add a little zip to it with an instructor who creates a little excitement with the course instead of discussing his grandchildren

start night classes at 6:00 p.m. instead of 5:00 p.m.

cook some nutritional food in the cafeteria; it's worth the extra money; have counselors more available; keep a full staff on the computers at enrollment

offer good, solid general education program; use instructors who will challenge and prepare students for a 4-year institution

make enrollment/course fees due in the middle of the semester

no class should ever meet in a different place or be cancelled without students being informed

I'm glad I took my general education at Mesa; the teachers at Mesa seemed more involved than SDSU professors

I wish more classes were offered at ECC

much difficulty with the instructor at Hoover evening classes

the aerobics instructor didn't know how to teach safety aerobics; the price was right, but it wasn't worth the possibility of hurting myself

the textbook for the class was terrible and the instructor didn't explain anything

more classes in Music

I believe that Mesa and City College have the most efficient enrollment process in the country and I have generally enjoyed the courses taken at Mesa; I will be returning in the Fall

being my first time back to college after 30 years, I didn't know what to expect; but what a pleasant surprise everything was great

need to make available more information concerning the transfer process, (e.g., documents, transcripts, and other information as needed)

Legal Office Procedures was very informative

I suggest "mail-in" registration

have more professonal people at the VA counter, not students getting school credit; have Evaluations Department try not to intimidate someone as they walk in

it would be helpful if there were science classes that started at 7:00 p.m., like Microbiology for us full-time employees

while attending Miramar College, I enjoyed going there; it was a pleasure driving from El Cajon to Miramar

I personally love the staff at Miramar College; they all do their jobs very well

I enjoyed ECC until my last semester, when I dropped out

Word Processing should be beginning, intermediate, and advanced with more time

I felt the instructor was outstanding at Miramar College; the teachers were great; it's a safe and mature campus

enjoyed the class

how about some brush-up courses in languages?; nearly every course is a I or II for the novice

taking attendance at each class seemed juvenile; I would hope it can become a practice the system will abandon

I prefer Grossmont College but like the CEU classes offered at City and Mesa

I took a very disappointing Geology 100; seemed like a nice guy but he was a terrible teacher

check into a different attendance system

I am interested in Creative Writing and Fine Art; both 6 hours, all on one day is too much

please let a Russian Language degree be enacted at City College

try to keep the same teachers year-round

I was very pleased to see that Fire Science classes were given on a 2 day-a-week basis; this is a great help to a firefighter as far as being able to attend each class

Admissions, General Business and Work Experience offices have been helpful and pleasant to deal with; enrollment would be quicker and easier with more up-to-date information on closed, changed, or added classes; how about a course in Facilities Management?

I think Nursery and Landscape courses should be improved by having slides and photos of what the trees look like

instructor evaluations should be taken more seriously

too strict of an attendance policy

I'm grateful that I have this opportunity to better myself

I would not have attended if my employer had not initiated the enrollment; the campus is too far from my house and work (Miramar)

if I wasn't working full-time, I would attend Mesa because it's the best

I think you would increase your enrollment if the class schedules were mailed to prospective students

Why don't you offer vocational training either in medical or dental?

Miramar has been great for my purposes - inexpensive, near home, and good instructors

need more General Electronics courses

keep up the good work (Mesa)

I think it is smart to charge for classes; Californians are spoiled; free tuition -- how lucky

need a complete transfer system between UC and CSU

cut down on instructor pay increases; they don't deserve it

more parking at City College or more security for people at night who have walk a ways to their car

do not shorten Christmas vacation

hope you will soon offer the "higher" state classes in the FSTES series, such as Fire Investigator II and Public Education I and the Chief Officer classes

keep up the good work (Miramar)

need some short-term classes with flexible hours for military

offer Tagalog and Japanese

more help at the bookstore; longer hours

I was very satisfied with all the service and education obtained at Mesa

the campus is very dark at night and the parking lots are far away; I usually see very few security guards

City College has a very good selection of night courses; I hope to see that continue

APPENDIX C

(unedited, except for spelling)

QUESTION: Why do you think Black students are not returning to City, Mesa, Miramar or ECC?

tuition; financial aid must be the reason since it was not in force last year and this year many are not returning

they need education

because of the financial aid and some the difficulty of the courses (for instance, Math)

not the variety of subjects and courses; not enough Blacks are encouraged and no money to further their studies

most don't have the funds and do not believe they can get assistance

I myself am a Black student and I believe the reason is solely based upon finances of students; also do not think the community colleges advertise to the public about financial aid

lack of certain classes; possible scarcity of aid and grants available to them

tuition and course drop fee

money; overcrowding and not enough time given to Black students

financial reasons

may feel more comfortable around people who are like us and are willing to accept us for what we are

financial difficulties; knowledge and acquired skills come up short in the job market

finance and a continuing escalation of high school dropouts in lower income families

because of tuition and parking; some like me have received a degree, but cannot afford a 4-year college

instructors are not personable to Black students

maybe it's because of money shortage; cost of fees per unit

money; poor job situations

because the classes you and any of the students need are not offered

probably, many are unaware of financial aid; plus, some students may just be lazy and not really interested in acquiring an education or job skills

financial problems; child care; transportation problems; lack of interest

I believe that most Black students are trying to find jobs, unless they can attend a 4-year college with the aid of grants and student loans

the inability of other Black students to get good jobs, even after they have their degree

low income; no place for child care

working; not knowing about financial aid

mainly finance; transportation

no interest in education

economics

I think it is because of the enrollment fee and the cost of living expense

they must be crazy

because of the cost

I really couldn't answer that

there are not enough classes available

as far as Black students not returning to school, I can only speak for myself; but I am sure the reason has nothing to do with being a minority - it is probably an individual reason

I am not returning because of financial reasons

I don't know there (their) reasons, but I suppose they haft (have) to work; my working hours are from 7:30 - 4:00, but I want computer programming

I assume they are not aware of the advantages of a higher education or they're just not out to improve on their own behalf. I have my personal goals set along with my life also and do definitely plan to be a success. (God Bless) I honestly cannot judge anyone's reason. People have to decide their very own direction in life. All the above colleges are very well approved.

because the testing and not lot of money to pay

it isn't because it's not enough units

maybe because some other ethnic groups get tuition benefits; or it's not easy to get classes for degrees; tired of taking these electives want to get straight to the point

working daily and not qualifying for financial aid; but with school hours, needing a sitter both day and night also on weekends to complete a class, along with extra gas was very inconvenient and unaffordable; but I really want to learn

reason is: when I find time I shall return. I was discouraged by ECC's instructor because of an "incomplete" given after putting much effort into class

certain white instructors are now more aware of the importance of certain courses they teach and have embarked upon a plan of racist practices to slowdown or stop the transfer of Blacks to 4-year schools. (More space is needed for the student to state his/her feeling, instead of some of the irrelevant or loaded questions, above)

not treated fairly by instructors and students

I didn't know they weren't (returning); some of the teachers are mediocre or below, that's for sure

lab hours conflict with meaningful courses; attending other campuses like Southwestern, National University, etc.

no idea; many more have jobs now; surely it is not the $50 fee

tuition fee; drop fee; conflict with Black Studies curriculum

Who knows...maybe they received a job or had personal/family problems

lack of goals; unmotivated to increase education for personal reasons; difficulties in time schedules

I have transferred to a 4-year college; have no idea about anyone else

Students with 60 units or 6 semesters of financial aid cannot get aid at City College; in my case, I had 6 semesters of aid but was forced to go to City College by the associate dean of SDSU; when I found out I couldn't get aid, I had to drop out of school

because of the tuition and course drop fee, although the fees aren't that high; many students are looking at short-term goals for their money, rather than long-term

Black students are not returning to City, Mesa, Miramar or ECC because they don't have the money to continue their education and, jobs are hard to find

no goal direction; didn't really want to attend college anyway, just did because convenient at time; unable to delay (financial) gains now for better opportunity later (which would mean more money later)

because of tuition; cost of books; parking; transportation; course drop fee

financial reasons; was in the military so I had money - others don't

because they need more education for the fields of work they are in

busy, trying to find a job or are just not motivated to attend school

class fees; tuition; increased cost of books

money; low income

money; inadequate study habits

because of financial difficulties; lack of good counseling

money

registration problems (finance)

money; getting school loans and help in getting the right classes needed for a degree

because they feel that they are not getting anywhere

job and class conflicts; financially unable

to seek a full-time jobs; tuition fees now being charged

too many courses wanted but not carried or dropped by schools

parking fees and nowhere to park; tuition fees; I pay taxes so why should I pay at a community college?

mostly because of financial aid; but it also could be that there are not many Black people there so that you can feel comfortable

lack of interest

stress and tuition

probably because of lack of interest in certain subjects

financial problems

need jobs to support themselves and family; books were very expensive for me

tuition

motivation; cost per class and grants, etc.; jobs are not easy to come by

I think that the basic reason Black students aren't returning to school is because of financial problems

tuition costs; cutbacks in vocational classes; reduction in student financial assistance

because of enrollment fees

the majority of Blacks can't afford to take off work to attend school

tuition, mainly; lack of motivation due to job availability

perhaps they believe they have better things to do

lack of awareness of financial aid options; also not believing they can afford school because of low income; also lack of awareness of the working world and opportunities

tuition

money; should offer other than out-dated skills; more technical; courses are structured toward AA as opposed to certificates; should be more certificate programs

money; very difficult for the single parent; $50 is alot - too much hassle

tuition; trying to get into job market; alot aren't sure of what they want to do for the future

tuition

many students are insincere about education; work is too hard; families don't give support

working during the day - not really interested in education at night because of lack of security on campus (not enough enforcement)

due to tuition; can't afford the tuition because of unemployment; even while being unemployed, not eligible for financial aid 'cause eligibility is based on previous year's income and made too much money

students aren't prepared in high school; students not motivated; no discipline at home; parent not doing their job

majority tuition; just cannot afford to go to school full time

financial fees; tuition

financial reason

alienation

going to school for money, not education; obtaining scholarships; in other words, to get money, mostly athletes; not serious about their education

tuition

don't know what they want; finding a job (first priority)

tuition

finding jobs

money; motivation

financially able to cope

instructors; no one takes time to really listen to the students; ASB should be more active in this area - student voice should be heard and dealt with; ECC was suppose to be for the Black community, but it caters more to others, expecially Asian; instructors at ECC should be screened more; Black Studies instructor (Coblen) was terrible; talked to dean and administrator, but no response; didn't like adult classes combined with college courses

money; think $50 is too much

most Black students aren't interested in an education

tuition

instructors don't seem to care; instructors try to make it more difficult for the Black student to get a good grade; very prejudice

trying to get into the job market

competition with Whites is too great

money; not able to get needed help

students don't have parent discipline; alot of instructors give the kids problems; money; the Black children need more positive role models

more difficult to get an education; money; not enough classes offered at ECC

school doesn't identify to the Black student; must give Black students something to relate to; Black instructors should be more concerned with Black students.

money; need to work instead of going to school

can't handle college; not fit for college

discouraged with life in general

more pressure for immediate money to meet basic necessities and having cash on hand to buy things as they arise

financial aid; lack of funds; knowledge of no career guidance; better counseling

$50 tuition fee

lack of understanding as to the importance of education

money; tuition

tuition fee; school should be more responsive to needs of students; having access to facilities and/or transportation

enrollment fee of $50

tuition; have to work to support my family

because they started changing tuition

tuition fee

having to work instead of going to school and courses are not all that interesting.

no answer or response to this because I was not aware that there was a drop in enrollment for Black students

enrollment process; never saw Black instructors; in the bookstore, no Black employees; must not be supportive of Black people

job hours

wide range of subjects

high rate; money; economics

financial; they just don't care

tuition

no idea; student not aware of any problems with Blacks not returning; probably tuition or financial

classes not exciting; enrollment fee

transferred to a 4-year; looking for better courses

money

$50 tuition; prejudice towards them; Black students feel alone

doesn't cater to the Black students and their problems; Black students need Black counselors who care for them; try to find the level they're at and work from there instead of making them feel shame for what they don't know

some don't like school; Blacks need more of a push to attend school; money

tuition and books combined

work hours

work schedule; no effort

economy in San Diego

financial problems; jobs scarce

financial aid; tuition too high

tuition; also the economy (jobs coming in); hard for student to turn down job for school

mess them over; overlook Black students; they're not included in the organization of things

bored with school

pressures; no one thing; alienation

financial; not getting my money's worth; should get what you pay for; need quality educators

got fed up with studying and trying to go to work at the same time

money; financial aid; hard to go to school and work

tuition

lack of motivation

job offers

financial difficulty; laziness

more support and encouragement (Black counselor); financial aid

they sense they are going into a dark tunnel; no reassurance of a job afterwards

because of tuition

financial reasons; not able to afford tuition

because of the tuition and/or other financial reasons

probably the enrollment fee

because of the enrollment fee

some prefer working; no goals; lazy

tuition; want to do other things

tuition, mostly

peer pressure; race; society pressure

financial aid; tuition

adustment to college life

could be monetary

financial reasons or not interested

they could (return), but they really do not want to (more offered); mileage

money; jobs come first

money; $50 tuition

hard times; money; media gives Blacks negative attitude

money

not tuition so much, but it may play a small part; students have lack of direction, motivation, skill, commitment (at home); not encouraged by parents

APPENDIX D

This appendix contains an example of the cover letter and questionnaire mailed to "Non-Returning Students."

The San Diego
Community College District

3375 Camino del Rio South, San Diego, CA 92108 (619) 230-2000

Instructional Services 230-2156
and Student Services 230-2048

DEAR STUDENT:

WE NEED YOUR HELP!

THE SAN DIEGO COMMUNITY COLLEGE DISTRICT IS CURRENTLY IN THE PROCESS OF EVALUATING ENROLLMENT IN ORDER TO BETTER MEET THE NEEDS OF THE STUDENTS.

ENCLOSED IS A BRIEF QUESTIONNAIRE DESIGNED TO PROVIDE VALUABLE INFORMATION FOR THE EVALUATION PROCESS. PLEASE TAKE A MINUTE TO RESPOND. YOUR INPUT IS VERY IMPORTANT. THE INFORMATION IS **CONFIDENTIAL** AND WILL BE REPORTED IN SUMMARY FORM ONLY.

AFTER COMPLETING THE QUESTIONNAIRE, PLEASE RETURN IT IN THE ENCLOSED ENVELOPE **NO LATER THAN** FEBRUARY 1, 1985. NO POSTAGE IS NECESSARY.

THANK YOU.

REMEMBER, THERE IS STILL TIME TO ENROLL IN SOME CLASSES FOR SPRING. CALL FOR DETAILS:

CITY COLLEGE	230-2400
MESA COLLEGE	230-6700
MIRAMAR COLLEGE	230-6500
ECC	230-2800

1. PLEASE INDICATE THE REASON(S) WHY YOU DID NOT ENROLL AT CITY, MESA, MIRAMAR OR ECC THIS SEMESTER. (Check as many as applicable)

___ TUITION
___ OTHER FINANCIAL REASONS
___ TRANSFERRED TO A 4-YEAR INSTITUTION
___ GOT A JOB
___ FAMILY COMMITMENTS
___ PROBLEMS WITH THE COLLEGE
SPECIFY_____
___ OTHER
SPECIFY_____

2. WHILE ATTENDING CITY, MESA, MIRAMAR OR ECC.....

WERE YOU SATISFIED WITH THE COURSES YOU TOOK?

___ YES
___ NO
IF NOT, WHY?_____

WERE YOU SATISFIED WITH THE ENROLLMENT PROCESS?

___ YES
___ NO
IF NOT, WHY?_____

WERE YOU SATISFIED WITH STUDENT SERVICES, SUCH AS COUNSELING, THE ADMISSIONS OFFICE, THE VETERANS OFFICE, THE FINANCIAL AIDS OFFICE?

___ YES
___ NO
IF NOT, WHY?_____

DID YOU FEEL ALL YOUR NEEDS WERE MET WHILE ON CAMPUS?

___ YES
___ NO
IF NOT, WHY?_____

3. WHY DID YOU ENROLL AT CITY, MESA, MIRAMAR OR ECC? (Check as many as applicable)

___ OBTAIN A 2-YEAR DEGREE
___ TRANSFER WITH A 2-YEAR DEGREE
___ TRANSFER WITHOUT A 2-YEAR DEGREE
___ JOB SKILLS FOR PRESENT EMPLOYMENT
___ JOB SKILLS FOR FUTURE EMPLOYMENT
___ PERSONAL ENRICHMENT
___ COULD NOT GET CLASSES AT ANOTHER SCHOOL
___ UNCERTAIN AT THE TIME
___ FINANCIAL AID
___ ATHLETIC PROGRAM
___ OTHER (Specify)
_____
_____

4. HOW MANY UNITS DID YOU ENROLL IN THE LAST SEMESTER?

___ .5 - 2.5
___ 3.0 - 5.5
___ 6.0 - 8.5
___ 9.0 - 11.5
___ 12+

5. WHAT CAMPUS DID YOU LAST ATTEND?

___ CITY ___ MESA ___ MIRAMAR ___ ECC

THE FOLLOWING IS FOR STATISTICAL PURPOSES ONLY

ETHNICITY

___ AMERICAN INDIAN
___ ASIAN
___ BLACK
___ CAUCASIAN
___ HISPANIC
___ FILIPINO
___ OTHER

AGE

___ LESS THAN 18
___ 18
___ 19
___ 20
___ 21
___ 22
___ 23
___ 24
___ 25-29
___ 30-34
___ 34+

GENDER

___ MALE
___ FEMALE

COMMENTS/SUGGESTIONS:_____
_____
_____
_____

APPENDIX E

This appendix contains an example of the cover letter and questionnaire mailed to "Black Students."

The San Diego
Community College District

3375 Camino del Rio South, San Diego, CA 92108 (619) 584-6500

Instructional Services 584-6983
Student Services 584-6922
Director's Office 584-6939

DEAR STUDENT:

WE NEED YOUR HELP!

THE SAN DIEGO COMMUNITY COLLEGE DISTRICT IS CURRENTLY IN THE PROCESS OF EVALUATING ENROLLMENT TRENDS IN ORDER TO BETTER MEET THE NEEDS OF THE BLACK COMMUNITY.

ENCLOSED IS A BRIEF QUESTIONNAIRE DESIGNED TO PROVIDE INFORMATION FOR THE EVALUATION PROCESS IN ORDER TO DETERMINE WHY THERE IS A "DECLINE" IN BLACK STUDENT ENROLLMENT. THE INFORMATION IS **CONFIDENTIAL** AND WILL BE REPORTED IN SUMMARY FORM ONLY.

AFTER COMPLETING THE QUESTIONNAIRE, PLEASE RETURN IT IN THE ENCLOSED ENVELOPE **NO LATER THAN** APRIL 19th . NO POSTAGE IS NECESSARY.

THANK YOU.

1. PLEASE INDICATE THE REASON(S) WHY YOU ENROLLED AT CITY, MESA, MIRAMAR, OR ECC LAST SEMESTER? (check as many as applicable)

___ to improve present job skills
___ to prepare for a job
___ personal interest
___ could not get classes at another school
___ obtain a 2-year degree
___ to transfer to a 4-year college
___ uncertain at the time
___ other: (please specify) _____

2. HOW MANY UNITS DID YOU ENROLL IN THE LAST SEMESTER?

___ .5 - 2.5 ___ 3.0 - 5.5 ___ 6.0 - 8.5 ___ 9.0 - 11.5 ___ 12+

3. WERE YOU WORKING WHEN YOU ATTENDED CITY, MESA, MIRAMAR, OR ECC? ___ YES ___ NO

4. ARE YOU WORKING NOW? ___ YES ___ NO

5. DID YOU COMPLETE AN EDUCATION PLAN WHEN YOU ENROLLED? ___ YES ___ NO ___ DON'T KNOW

6. WHAT WAS THE MAIN REASON(S) YOU DID NOT RETURN TO CITY, MESA, MIRAMAR, OR ECC THIS SEMESTER? (check as many as applicable)

___ tuition
___ other financial reasons
___ transferred to a 4-year college
___ job hours conflict
___ got a job
___ got my degree
___ family commitments/personal
___ course drop fee
___ problems with instructor(s)
___ felt uncomfortable on campus

7. WAS FINANCIAL AID A REASON FOR YOUR NOT COMING BACK? ___ YES ___ NO

8. WERE YOU AWARE THAT FINANCIAL AID WAS AVAILABLE? ___ YES ___ NO

9. DID YOU RECEIVE FINANCIAL AID? ___ YES ___ NO

10. DID YOU TAKE THE PLACEMENT TEST? ___ YES ___ NO

11. WAS THE PLACEMENT TEST A REASON FOR YOUR NOT COMING BACK? ___ YES ___ NO

12. WERE YOU SATISFIED WITH THE ENROLLMENT PROCESS? ___ YES ___ NO
IF NOT, WHY?

_____

13. WERE YOU SATISFIED WITH THE SERVICES AVAILABLE TO STUDENTS SUCH AS COUNSELING, THE LEARNING CENTER, THE LIBRARY, EOPS? ___ YES ___ NO

14. DID YOU FEEL WELCOME ON CAMPUS? ___ YES ___ NO

15. IS THERE ANYONE AT CITY, MESA, MIRAMAR, OR ECC YOU FEEL YOU CAN TRUST? ___ YES ___ NO

16. IN YOUR OPINION, WHY DO YOU THINK BLACK STUDENTS ARE NOT RETURNING TO CITY, MESA, MIRAMAR, OR ECC?

_____

_____

17. WOULD YOU LIKE US TO SEND YOU A CLASS SCHEDULE FOR THE NEXT SEMESTER? ___ YES ___ NO
IF SO, PLEASE INDICATE YOUR ADDRESS: _____

_____

18. WHAT CAMPUS DID YOU LAST ATTEND?

___ CITY ___ MESA ___ MIRAMAR ___ ECC

THE FOLLOWING IS FOR STATISTICAL PURPOSES ONLY

SEX

___ MALE
___ FEMALE

AGE

___ LESS THAN 18
___ 18
___ 19
___ 20
___ 21
___ 22
___ 23
___ 24
___ 25-29
___ 30-34
___ 34+

ERIC Clearinghouse for Junior Colleges

APR 10 1987